

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5333** | **EDLD 5333 Leadership For Accountability** | **12** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | **Assignment 2** – In week 2, we explored the Academic Excellence Indicator System (AEIS) data, located reports that were critical to our campus improvement team, and compared our campus’ performance to AEIS standards. Our goal in completing this data analysis was to determine areas of strength and weakness and to identify patterns and trends on our campus.  We went to [***http://www.tea.state.tx.us/perfreport/aeis***](http://www.tea.state.tx.us/perfreport/aeis)to obtain the most current AEIS data. We took the data and looked for increases and decreases in the two-year comparison data. We reviewed each indicator on the report, and compared our campus performance on each indicator to the standards for Unacceptable, Acceptable, Recognized, and Exemplary ratings. We then took the data, analyzed the data, and summarized our Campus Report findings. This data and taking a closer look at our campus data gave me an opportunity to really scrutinize the information. I was able to analyze looking at subgroups and economically disadvantaged subgroups.  With this new knowledge and information, I was able to develop some ideas about how we could assist our students in mastering the objective for the new Texas state standardized test. After thinking further, I began analyzing what I could do to assist our administrators and teachers in helping our students better meet goals and objectives. I decided to work with our Saturday school program assisting in methods and ways to help our students meet objectives. Utilizing some of the technology tools that would help students become more engaged in the classroom lessons and activities. Through this critical reflection and utilizing the assignment I was able to gain insight into our campus’ needs for our need based students. I feel we could really use some of the interactive technology tools to reach out to the at-risk students and use these tools to assist in keeping these students alert, active, and engaged in the classroom for Saturday School. These same tools can be utilized on a regular basis and hopeful assist in helping students become more successful on a daily basis and on the upcoming STARR state standardized test.  Texas Education Agency (2010). *2010 Accountability Manual.* Retrieved May 31, 2011 from [http://ritter.tea.state.tx.us/perfreport/account/2010/manual/. (Tables](http://ritter.tea.state.tx.us/perfreport/account/2010/manual/.%20%20(Tables) 2, 6 and 7, Chapters 1-4, 17 and 18. Appendix F.).  Peterson, K. (1995). Critical Issue: Building a Collective Vision. Retrieved May 24, 2011 from *North Central Regional Education Laboratory*, *Learning Point Associates* <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>. |